

**Summary of June 7 Work Session Topics:**

Topic & Issue	# Sticky Notes	Ideas
<p><b>TIME:</b></p> <p>Teachers are allowed to focus on educating students with minimal interruptions.</p>	<p>7</p> <p>4</p> <p>4</p> <p>1</p> <p>1</p>	<p>SBDM: School-based policy</p> <ul style="list-style-type: none"> <li>- Has authority to limit interruptions</li> <li>- Authority to design instructional time</li> </ul> <p>Better understand what are the interruptions</p> <p>Are we using teachers in ways that have nothing to do with instruction and learning?</p> <p>Intercom – School</p> <p>Pull out Programs – District</p>
<p><b>TIME:</b></p> <p>Efforts are made to minimize the amount of routine administrative paperwork required of teachers.</p>	<p>8</p> <p>5</p> <p>3</p> <p>3</p> <p>2</p>	<p>How is paperwork impacting learning? If not impacting learning, why are we doing it?</p> <p>Central Office role is support and gather data rather than passing on</p> <p>State</p> <ul style="list-style-type: none"> <li>- Progress in streamlining (consider revisiting streamlining efforts)</li> </ul> <p>Ensure support staff is retained thru budget reduction so as not to increase passing on of paperwork to teachers.</p> <p>Determine what routine administration reports are being required</p> <ul style="list-style-type: none"> <li>- Look and see what you really need</li> <li>- Are there different ways to generate that info?</li> </ul>

Topic & Issue	# Sticky Notes	Ideas
<b>FACILITIES AND RESOURCES:</b> Access to instructional technology  Reliability and speed of internet	7	State <ul style="list-style-type: none"> <li>- Reliability and speed, report by district from David Couch</li> </ul>
	4	What does KDE's technology staff believe are root causes of schools not having Internet?
	3	Make technology a priority with legislative document
	3	Red is a big spread – is it reasonable to focus on all districts below 75 percent agreement
	1	Investigate districts to determine issues of access starting with districts in red
	1	Is it frequency that the system is down? Is it upgraded equipment or maintenance ability?
	1	District <ul style="list-style-type: none"> <li>- Are schools wired correctly</li> <li>- Use technology in classroom efficiently</li> </ul>
<b>FACILITIES AND RESOURCES:</b> Sufficient access to copy machines, paper, pens	6	Identify districts where the problem exists; Supply problem or teacher access/
	<ul style="list-style-type: none"> <li>• 2</li> <li>• 1</li> </ul>	<ul style="list-style-type: none"> <li>• Is it a classroom, school, or district problem</li> <li>• Are schools actively conserving supplies? Practicing and teaching conservation?</li> </ul>
	3	Is there a correlation to student achievement?
	2	Principals and SBDM address issues. PTA?
	0	Resource allocation at the SBDM, district, and state level
<b>SUSTAINING TELL KENTUCKY</b>	8	Standards for teaching conditions would define expectations for positive school culture- develop around the eight teaching conditions areas
	7	Favorites are bullets 2 and 3 (Require TELL Kentucky data to be used in school improvement plans; Develop standards for teaching conditions)Require use of data to address problems (whether it is a perception or a reality, it still needs to be addressed)
	6	Base assumption- a positive, empowered school culture is necessary for student learning



# OVERVIEW: WHAT KENTUCKY EDUCATORS ARE SAYING IS NEEDED

## Managing Student Conduct

- Discrepancy between understanding and enforcing rules for conduct
- Administration consistently enforces rules for student conduct
- District variances

## School & Teacher Leadership

- Teachers have appropriate level of influence in decision-making
- Teachers are trusted
- Teachers comfortable raising issues
- School Councils

## Time

- Protected from duties that interfere
- Minimal interruptions \*
- Class sizes
- Sufficient instructional time
- Paperwork \*
- Planning time (collaborative and non-instructional)

## Facilities & Resources

- Access to instructional technology \*
- Reliability and speed of internet \*
- Copy machines, paper, pens \*

## Professional Development

- Differentiated to meet needs of students
- Sufficient training to utilize technology

## Instructional Practices

- State assessments in time
- Assigned classes to meet needs of students

## Community Engagement

- Support for teachers

## New Teacher Support

- Need for focused professional development
- Consistency of induction support

\* Items to be reviewed during group discussions at June 7, 2011 meeting